

REGULATION 6164.03

PHYSICAL RESTRAINT/HOLD (physical interventions) or SECLUSION

Definition:

Physical restraint or Hold: is a method of restricting another person's freedom of movement or mobility to secure and maintain the safety of the student and/or the safety of others.

Definition:

Seclusion: is the involuntary confinement of a student, alone in a room, enclosure, or space which the person is physically prevented from leaving.

The following guidelines are to promote a response that focuses on the best care, safety and well-being of both the individual student and others.

Proactive Processes:

1. Every effort should be made to structure learning environments, and to provide learning supports that make physical restraint/holds and seclusion unnecessary.
2. School personnel who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in non-violent crisis intervention and the safe use of physical restraint/holds and seclusion.

3. School staff will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.
4. Behaviour interventions will address the underlying cause of potentially harmful behaviour, emphasize the development of plans supporting positive behaviour and promote the rights of all students to be treated with dignity.

Guidelines for use of Physical Restraint/hold or seclusion:

1. Physical restraint/hold or seclusion will only be employed as a last resort-in exceptional situations, when a student poses an imminent risk of physical harm to self or others. Neither physical restraint/hold nor seclusion will be used as punishment, discipline, or to force compliance.
2. School staff are cognizant of student's dignity and rights, demonstrate respect and are aware that physical interventions do not reduce behaviours and can have a lasting effect to the student, staff and witnesses.
3. When physical restraint/hold or seclusion-are used, the least restrictive approach will be employed appropriate for the imminent risk and will be continuously assessed for the earliest safe opportunity to disengage. For some students, the use of seclusion is preferable to physical restraint due to sensory concerns/issues.
4. Physical restraint will only be employed for the length of time that allows the student to regain control.
5. Any space employed for the purpose of student seclusion permits continuous, visual monitoring, ongoing communication and is safe and free from potential harmful items.
6. School staff will ensure that physical restraints/holds or seclusion, where at all possible, are a team response.
7. Staff involved in physical restraint/hold or the use of seclusion will notify the school principal at their earliest opportunity.
8. Parents/guardians will be informed in a timely manner (before end of day) by the school principal of the incident and ensuing response.
9. Documentation of all physical restraints/holds and the use of seclusion will be completed by those involved and provided to the school principal in a timely manner.
10. The development of positive behaviour plans, addendums to IEPs and/or safety plans will be developed by key school and district staff for student's whose behaviour potentially poses an imminent risk of harm to self or others on a potentially ongoing basis.
11. Opportunity for Parents/guardians, and where appropriate, students are to be consulted in the development of said plans.

Methods:

In the event of physical restraint/hold, the response should employ best practice and be conducted by staff who:

1. Are knowledgeable in responses/interventions designed to prevent, decelerate or diffuse potentially escalating behaviours in such a way to reduce or eliminate the need to respond with physical interventions.
2. Are competent in the use of safe, non-harmful-least restrictive physical interventions which ensure the best care, welfare, safety and security of all involved.
3. Are responding as a school team.

In the event of the use of seclusion, the response should employ best practice and be conducted by staff who:

1. Are knowledgeable in responses/interventions designed to prevent, decelerate or diffuse potentially escalating behaviours in such a way to reduce or eliminate the need to respond with the use of seclusion.
2. Are competent in the use of safe, non-harmful, least restrictive interventions which ensure the best care, welfare, safety and security of all involved.
3. Are maintaining continuous, sustained supervision within immediate proximity for the duration of seclusion.
4. Are able to communicate with the student in the student's primary language or mode of communication.
5. Are responding as a school team.

Debriefing:

Debriefing will occur to reflect, and plan based on what happened, and what could be done differently moving forward from both the student and staff perspective.

Where appropriate, and when the student has gained rationality and will not be re-triggered:

1. The student will be encouraged to:
 - a. state what happened
 - b. state the behavioral rule or expectation
 - c. state a more appropriate behavioral response/plan
 - d. Make right/fix the behavior with those involved

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2. The staff will debrief to:
 - a. review what happened
 - b. review the success(es) of intervention
 - c. make suggestions regarding preventative and proactive strategies for the future and for managing future incidents

Documentation:

The Physical Restraint/Hold Reporting form will be completed by-staff involved and provided to the school principal within 24 hours of the incident. The information on ~~this~~ the form will be reviewed by the school principal. Copies of the Physical Restraint/Hold Reporting form and Debriefing Summary will be sent to the Parent/Guardian as well as the Deputy/ Associate Superintendent and District Behaviour Consultant. A copy is to be placed in the student's file.

WorkSafe BC forms should be completed if appropriate.

The Seclusion form will be completed by staff involved and provided to the school principal by the end of the school day. The information on the form will be reviewed by the school principal. Copies of the Seclusion form will be sent to the Deputy/ Associate Superintendent within 24 hours of incident and placed in the student file.

WorkSafe BC forms should be completed as appropriate.

Greater Victoria School District

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Physical Restraint/Hold Reporting Form

School:	Date:
Time of Restraint/Hold:	Duration of Restraint/Hold:
Name of Student:	Grade:
Student has been restrained before: () YES () NO	
Name of Parent/Guardian:	Contact Number:
Parent Notified: () YES	By Whom:
Date Notified:	Time Notified:

Name of Staff Involved:
Others Present:

Incident Description:

Incident Debriefing:

Date:	Time:
Staff Present:	
Debriefing with Student: () Applicable If yes, date:	

Principal's Signature: _____

cc: Parent/Guardian/Deputy and Associate Superintendent/District Behaviour Consultant/Student File

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Seclusion Reporting Form

School:	Date:
Time of Entry:	Time of Exit:
Name of Student:	Grade:
Has the use of Seclusion been used before: () YES () NO If yes, frequency/ Addressed in IEP () YES () NO	
Name of Parent/Guardian:	Contact Number:
Parent Notified: () YES	By Whom:
Date Notified:	Time Notified:

Name of Staff Involved:
Others Present:

Incident Description:

Incident Debriefing:

Date:	Time:
Staff Present:	
Debriefing with Student: () Applicable If yes, date:	

Principal's Signature: _____

cc: Parent/Guardian/Deputy and Associate Superintendent/District Behaviour Consultant/Student File

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